

## Crowders Creek Elementary/Middle

5515 Charlotte Highway  
Clover, SC 29710

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	1,020 Students	
<b>Principal</b>	M. Dickey/A. Goodman	803-831-2434
<b>Superintendent</b>	Dr. Vickie Phelps	803-222-7191
<b>Board Chair</b>	Jeffrey M. Siegrist	803-831-9383

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	3	0	0	0

## IMPROVEMENT RATING

**GOOD**

## ADEQUATE YEARLY PROGRESS

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Excellent	No
<b>2006</b>	Excellent	Good	No

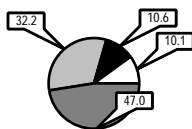
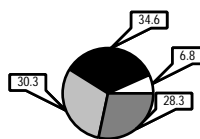
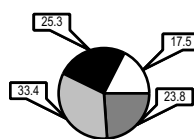
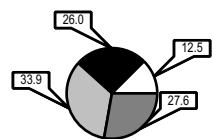
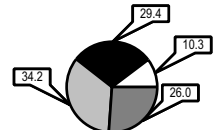
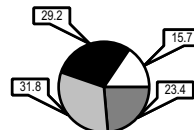
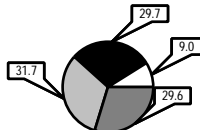
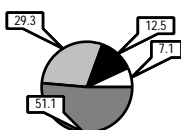
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	622	100.0	10.3	32.2	46.9	10.6	69.5	Yes	Yes
<b>Gender</b>									
Male	316	100.0	14.9	36.6	42.0	6.4	61.4	N/A	N/A
Female	306	100.0	5.5	27.7	51.9	14.9	77.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	526	100.0	9.3	31.4	47.5	11.9	71.6	Yes	Yes
African American	59	100.0	22.2	31.5	42.6	3.7	53.7	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	12.5	62.5	25.0	0.0	43.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	569	100.0	5.4	32.3	50.7	11.6	74.1	N/A	N/A
Disabled	53	100.0	60.8	31.4	7.8	0.0	21.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	622	100.0	10.3	32.2	46.9	10.6	69.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	20	100.0	0.0	41.2	58.8	0.0	70.6	I/S	I/S
Non-Limited English Proficient	602	100.0	10.6	31.9	46.6	10.9	69.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	111	100.0	25.7	36.2	36.2	1.9	48.6	Yes	Yes
Full-pay meals	511	100.0	6.9	31.3	49.3	12.5	74.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	622	100.0	6.8	30.3	28.3	34.6	78.3	Yes	Yes
<b>Gender</b>									
Male	316	100.0	7.5	31.9	29.2	31.5	75.9	N/A	N/A
Female	306	100.0	6.2	28.7	27.3	37.7	80.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	526	100.0	6.6	27.6	28.8	37.0	80.1	Yes	Yes
African American	59	100.0	11.1	50.0	18.5	20.4	61.1	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	6.3	62.5	18.8	12.5	62.5	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	569	100.0	3.8	29.5	29.8	37.0	82.4	N/A	N/A
Disabled	53	100.0	39.2	39.2	11.8	9.8	35.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	622	100.0	6.8	30.3	28.3	34.6	78.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	20	100.0	0.0	41.2	29.4	29.4	76.5	I/S	I/S
Non-Limited English Proficient	602	100.0	7.1	30.0	28.2	34.7	78.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	111	100.0	17.1	39.0	23.8	20.0	62.9	Yes	Yes
Full-pay meals	511	100.0	4.6	28.4	29.2	37.8	81.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	622	100.0	17.5	33.4	23.8	25.3	49.1
<b>Gender</b>							
Male	316	100.0	19.0	29.2	23.1	28.8	51.9
Female	306	100.0	15.9	37.7	24.6	21.8	46.4
<b>Racial/Ethnic Group</b>							
White	526	100.0	15.3	31.8	25.2	27.8	52.9
African American	59	100.0	31.5	46.3	16.7	5.6	22.2
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	50.0	31.3	6.3	12.5	18.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	569	100.0	13.3	34.9	24.6	27.2	51.8
Disabled	53	100.0	60.8	17.6	15.7	5.9	21.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	622	100.0	17.5	33.4	23.8	25.3	49.1
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	23.5	35.3	17.6	23.5	41.2
Non-Limited English Proficient	602	100.0	17.3	33.3	24.0	25.4	49.4
<b>Socio-Economic Status</b>							
Subsidized meals	111	100.0	30.5	41.0	21.0	7.6	28.6
Full-pay meals	511	100.0	14.6	31.7	24.4	29.2	53.7

<b>Social Studies</b>							
All Students	622	100.0	12.5	33.9	27.6	26.0	53.6
<b>Gender</b>							
Male	316	100.0	15.3	28.1	26.4	30.2	56.6
Female	306	100.0	9.7	39.8	28.7	21.8	50.5
<b>Racial/Ethnic Group</b>							
White	526	100.0	12.3	31.0	28.8	28.0	56.7
African American	59	100.0	13.0	63.0	14.8	9.3	24.1
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	31.3	25.0	31.3	12.5	43.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	569	100.0	9.0	34.1	29.3	27.6	56.8
Disabled	53	100.0	49.0	31.4	9.8	9.8	19.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	622	100.0	12.5	33.9	27.6	26.0	53.6
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	17.6	17.6	35.3	29.4	64.7
Non-Limited English Proficient	602	100.0	12.3	34.4	27.3	25.9	53.3
<b>Socio-Economic Status</b>							
Subsidized meals	111	100.0	25.7	43.8	23.8	6.7	30.5
Full-pay meals	511	100.0	9.6	31.7	28.4	30.3	58.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	105	100.0	6.1	20.2	58.6	15.2	73.7
	4	119	100.0	9.2	29.4	58.7	2.8	61.5
	5	188	100.0	12.4	41.6	40.4	5.6	46.1
	6	194	99.5	14.4	41.4	37.6	6.6	44.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	116	100.0	4.7	23.4	61.7	10.3	72.0
	4	105	100.0	10.0	30.0	52.0	8.0	60.0
	5	212	100.0	9.5	36.7	45.7	8.0	53.8
	6	189	100.0	14.6	33.7	36.5	15.2	51.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	105	100.0	6.1	41.4	39.4	13.1	52.5
	4	119	100.0	3.7	16.5	35.8	44.0	79.8
	5	188	100.0	9.6	34.3	23.0	33.1	56.2
	6	194	99.5	4.4	30.4	35.4	29.8	65.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	116	100.0	2.8	24.3	39.3	33.6	72.9
	4	105	100.0	4.0	32.0	25.0	39.0	64.0
	5	212	100.0	8.0	35.2	24.1	32.7	56.8
	6	189	100.0	9.6	27.5	28.1	34.8	62.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	105	100.0	8.1	37.4	31.3	23.2	54.5
	4	119	100.0	16.5	27.5	25.7	30.3	56.0
	5	188	100.0	20.2	28.7	19.7	31.5	51.1
	6	194	99.5	16.6	37.0	24.9	21.5	46.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	116	100.0	8.4	32.7	34.6	24.3	58.9
	4	105	100.0	19.0	30.0	25.0	26.0	51.0
	5	212	100.0	17.6	31.2	17.1	34.2	51.3
	6	189	100.0	21.9	38.2	24.2	15.7	39.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	105	100.0	8.1	31.3	30.3	30.3	60.6
	4	119	100.0	8.3	33.0	32.1	26.6	58.7
	5	188	100.0	16.9	31.5	24.7	27.0	51.7
	6	194	99.5	19.3	43.6	18.8	18.2	37.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	116	100.0	2.8	16.8	46.7	33.6	80.4
	4	105	100.0	13.0	40.0	24.0	23.0	47.0
	5	212	100.0	11.6	35.2	21.6	31.7	53.3
	6	189	100.0	19.1	39.3	24.7	16.9	41.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,020)</b>				
First graders who attended full-day kindergarten	85.7%	Down from 93.0%	98.2%	100.0%
Retention rate	1.1%	Down from 1.3%	1.2%	2.8%
Attendance rate	97.4%	Up from 97.0%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.8%	0.0%	0.0%
Eligible for gifted and talented	27.5%	Down from 28.8%	27.6%	10.4%
On academic plans	17.9%	N/AV	18.1%	33.6%
On academic probation	0.0%	N/AV	4.0%	1.0%
With disabilities other than speech	4.3%	Down from 5.2%	5.0%	7.5%
Older than usual for grade	0.1%	Down from 0.8%	0.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 66)</b>				
Teachers with advanced degrees	60.6%	Down from 68.3%	59.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.3%	N/A	2.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 88.8%	88.9%	87.3%
Teacher attendance rate	94.8%	Down from 98.2%	94.6%	94.9%
Average teacher salary	\$46,485	Up 0.3%	\$44,758	\$42,485
Prof. development days/teacher	15.1 days	Up from 11.3 days	13.7 days	13.3 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 18.9 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.4%	Down from 94.0%	89.8%	89.7%
Dollars spent per pupil*	\$6,310	Up 3.6%	\$6,224	\$6,557
Percent of expenditures for teacher salaries*	69.2%	Up from 68.9%	66.8%	64.0%
Percent of expenditures for instruction*	72.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

With seven years under our wings, Crowders Creek School continues to soar to success.

We are very proud of our outstanding students, teachers, and parents who work together to achieve excellence. Crowders Creek strives to provide an engaging atmosphere that is challenging, relevant, and meaningful. We believe the purpose of school is to lead students to reason well, desire knowledge, apply learning to new situations, and accept responsibility for the challenges of today and tomorrow. We believe all children have the ability to learn more when immersed in a highly engaged environment that values individual growth, daily success, and positive relationships. Teachers collaborate, therefore, to design purposeful, engaging work and to provide relevant experiences that promote success for each student. Our fifth consecutive Palmetto Gold Award reflects our academic excellence. Our test scores continue to be among the highest in the state, as evidenced by our Excellent absolute and improvement ratings on our report card. We were also recognized for Closing the Achievement Gap. Our Red Carpet award signals a family-friendly school.

In addition to our academic accomplishments, Crowders Creek experienced success in many other areas. We were awarded grants from several organizations: Palmetto Pride, SC Arts Commission, Family Trust Credit Union, and the CloverLeaf Foundation. A \$20,000 Arts Integration grant was also awarded to our school. A dynamic cultural arts program promoted arts throughout the year with numerous entries to the state PTA Reflections Contest, an artist-in-residence, an art club, and interesting cultural arts assemblies. Students constantly honed their writing skills, and eight were published in the Southern Sampler. A sixth grade student placed first in the regional SC Optimist Club Oratorical Contest. Our Lego Robotics Club took first place in Innovative Design at the state competition.

Our PTA is a dynamic, hard-working organization and achieved 100% membership again this year. It raised substantial funds to enrich our instructional program. Parents were actively involved during the year in school programs ranging from mentoring, Red Ribbon, Accelerated Reader, Math Superstar, Cultural Arts, and the Dad's Club. Community partners gave generously of their time and finances to enhance our school. Many opportunities existed for promoting school leadership, reliance, and social skills. These included: Student Council, DARE, Lego Robotics, chorus, intra-mural sports, reading buddies, puppeteers, daily television shows, safety patrols, peer tutors, and numerous extra-curricular clubs such as art, book, math, drama, environmental, and chess. The Jump Rope and Hoops for Hearts raised over \$13,000 for the Heart Association. Our students expressed their compassion for others through various community service projects. Food was collected for the Caring Center, coins were collected for Katrina victims, shoeboxes filled with goodies were sent to the Operation Christmas Child program, pennies were collected for the Leukemia Society, cards were sent to an area assisted living center, and letters were mailed to men and women serving in the military. A school-wide character education program instilled strong values in our children.

It is our privilege to help shape the future and provide a quality education for our students at Crowders Creek.

Patricia King, Principal  
Gina Saftner, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	64	105	69
<b>Percent satisfied with learning environment</b>	96.9%	87.5%	92.6%
<b>Percent satisfied with social and physical environment</b>	96.9%	91.3%	95.7%
<b>Percent satisfied with school-home relations</b>	100.0%	88.5%	85.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.